DOCUMENT RESUME

ED 150 717 EA 010 349

AUTHOR Lutz, Frank W.; Garnon, Frederick W., Jr.
TITLE Citizen Participation Preference in Educational Decisions.
PUB DATE Mar 78
NOTE 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Boards of Education; *Citizen Participation; *Community Attitudes; Decentralization; *Decision Making; Demography; Elementary Secondary Education; *Governance; *Public Schools; Questionnaires; School Organization; Tables (Data)
IDENTIFIERS Pennsylvania

ABSTRACT

Recently there has been a resurgence in demand for citizen participation in public school decision-making. To directly assess the degree of this phenomenon, 30 public school districts were selected from Pennsylvania (excluding Philadelphia and Pittsburgh), based on a random sample, for a citizen attitude measurement questionnaire that yielded 320 viable responses. These data establish desire for greater public participation in school decisions and support for the recommendations of the National Committee for Citizens in Education (NCCE). They further establish a relationship between (1) the citizens' desire for participation, (2) their preference for decentralized decision-making structures, and (3) their preference for delegate, as opposed to trustee, representation style of school board members. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED150717

Presented at AERA National Meeting
March 27-31, 1978

CITIZEN PARTICIPATION PREFERENCE IN EDUCATIONAL DECISIONS

by
Frank W. Lutz
The Pennsylvania State University

and
Frederick W. Garnon, Jr.
The Mill Creek School District, PA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The theme of citizen participation in government has recently received considerable attention. Present thinking by political theorists is not consistent with the generally accepted theory of participatory democracy. Pateman (1970) examined present thinking on participation and the classical theory of democracy and found it to be in need of revision. Others have doubts about achieveing maximum participation on the part of citizens in today's society. Hennessy (1975, p. 8) says,

> Traditional ideas of citizen opinions in a democracy tend to ignore both custom and emotion, tend to assume faultless social communication, and tend to assume omnicompetent generalists of the voters. Such ideas ask too much, and are not applicable, in anything like their ideal forms, in modern, industrialized, urbanized and specialized societies.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Frank W. Lutz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

The only way the majority of citizens presently have influence on their government is through the ballot box, voting on referenda and electing their representatives.

American citizens are not generally considered to be politically active; they are, however, in considerable agreement as to the general principles of democracy even though they do not always adhere to such principles in practice. It is generally accepted by citizens that people should participate in political decisions that affect them and thereby govern themselves. Yet, Prothro found citizens' behavior not to be consonant with their beliefs. (Prothro and Grigg, 1960, p. 276-294.) These statements are supported by

EA 010 349

the Dissatisfaction Theory of Democracy and the research upon which it is based (Lutz and Iannoccone, 1978).

Present society has experienced a general decline in the public's confidence in its major institutions. (U.S. Congress, 1974, p. 7.) These institutions have lost much of their public support which they have heretofore enjoyed. Post Watergate cynicism has prompted close scrutiny of public service institutions; and education, because of its importance to society and vulnerability to public view, has received wide coverage in the media. During the last decade the American public has been virtually bombarded with the language of educational reform.

A major area of contention in the governance of public education is the relationship between school people, school baords, their communities and the policy making of the duly constituted bodies. Scholars and lay persons alike have indicated that schools are irresponsive and are not meeting the pluralistic demands of a heterogeneous society. The recent wave of criticism may be viewed as an effort to make schools more responsive to community demands and, if possible, to get school and community views more nearly in accord with each other. Lieberman (1960), Koerner (1968), Bendiner, (1969), Usdan (1975) and Wirt (1975) expressed a concern that our present structure of educational governance may be incapable of adequately satisfying the demands of a pluralistic political culture. However, Lutz and Iannovvone (1978) indicate the structure works well under certain conditions and at certain periods in the political life of the school district. All, however, assume that schools ought to reflect the valuesof the community as well as society at large. In order for this to be a reality, the community must have meaningful input into the decision-making process. The extent to which the school reflects community and/or professional input is highly variable and is dependent upon the effectiveness of conflict resolving capabilities of the governance structure.

Apparent inability or unwillingness of schools to function in a political environment, so as to permit public input for education policy, has created adverse publicity for the schools. This sentiment is reflected in the report of the Commission on School Governance of the National Committee for Citizens in Education (NCCE, 1975). After conducting hearings in five major cities, it was concluded that schools are not responsive to the variety of needs found in today's diverse society. The major theme of the NCCE recommendations is that the public is losing control of its schools, and a concerted effort is needed to reestablish effective public participation and confidence.

There are, of course, several types of participation. One important type of participation in politics in modern democracy is the process of representative government, where the voters elect a representative who acts for them in setting public policy. Representation, however, implies communication of information. A recent poll conducted by the National School Boards Association (NSBA, 1975) indicates that a large proportion of Americans do not know much about their schools. This survey demonstrated that there was little or no communication between the representatives on the board and those represented.

Considering the democratic principle of citizen participation in educational governance in society, and the questions about citizen involvement in the governing process, three related questions come to view:

1. Do citizens desire to be involved in educational governance?

2. At what level in the educational structure do citizens believe decision-making should rest?

3. How do citizens desire to be represented in the governing process?

The thrust of this research will be to determine citizen reaction to the above questions.

Statement of the Problem

The major purpose of this study was to determine the nature of the relationship between citizens' attitudes toward community participation in educational governance and their preference for a particular level and style of governance.

As a result of the apparent controversy among educators over the NCCE (1975) recommendations to increase citizen participation in educational governance, a subproblem of this study was to determine citizen reaction to those recommendations.

The Hypotheses

H-1. There is a positive relationship between citizens' attitudes toward community participation in public school decision making and their preference for a particular level of decision making in governance.

H-2. There is a positive relationship between citizens' attitudes toward community participation in public school decision making and their preference for a particular representative style in their elected school board members.

H-3. There is a positive relationship between citizens' attitudes toward a particular level of governance and their preference for a particular representative style in their elected school board members.

METHOD

The following methods were employed in the study:

Sample

The sample was drawn from the adult (over 18 years) population residing in Pennsylvania with the exception of those living in the first class school districts of Philadelphia and Pittsburgh. In order to obtain a representative sample of Pennsylvania school districts, 503 districts were stratified on the basis of community size. All second, third, and fourth class districts were listed alphabetically. From the alphabetical listing

of districts, a random selection of districts was drawn approximating the ratio of second, third, and fourth class district to the total districts in the state. Six large districts (second class), 21 medium districts (third class) and 3 small districts (fourth class) were selected for the study as representative of this ratio. District size was presumed to be a factor in a school board's ability to respond to various community demands. District size is also a factor in the citizens' ability to influence board decision making. Large districts are comparatively less responsive to individual and group demands than are smaller districts. (Dahl, 1973, p. 62.)

The 30 districts selected for the study represent 6 percent of the 503 school districts in the state. Twenty-one counties are represented in the study. The sample obtained a geographic cross-section of districts throughout the state.

In order to measure the attitudes of citizens, respondents were randomly selected within each of the 30 school districts.

Potential respondents were randomly selected from telephone directories of each of the localities in which the school districts were located. Each of the potential respondents was contracted by telephone. The nature of the research project was explained and the respondent was aksed if he/she would be willing to participate in the research project.

Telephone calls were made over a five-week period between March 27 through May 3, 1976. When a respondent agreed to participate in the research project, their address and school district were verified. Only those residing in the selected school districts were selected for the research project. A minimum of 15 favorable respondents in each school district were drawn in the hope of obtaining at least 10 returns from each district. It was anticipated that a 66 percent return rate could be expected by soliciting respondents on the telephone.

A total of 1,040 telephone calls were made to residents in the 30 selected school districts which yielded 447 adults agreeing to participate in the study. In 45 percent of the calls, no adult could be contacted for one of the following reasons: (1) not at home, (2) no answer, (3) wrong number, (4) disconnected number or no longer in service, or (5) busy signal. Callbacks were made when busy signal was reached or when adults were not at home. Of the 569 adults contacted, 122 refused to participate.

When a respondent agreed to participate, a follow-up letter accompanied by the questionnaire was mailed within 7 to 10 days. Four hundred forty-seven questionnaires were mailed between April 5 and May 3, 1976. Returns were received over a 44-day period between April 8 and May 22, 1976. During that period, 347 questionnaires were returned yielding a 78 percent gross return rate. Twenty-one of the questionnaires were incomplete and six were not filled out in any part. Two were received after the cut-off date of May 22. A 71.5 percent return rate of usable questionnaires was obtained providing 320 valid questionnaires for analysis. Table I displays certain demographic data about the sample.

Enter TABLE I about here

Additionally, the following data were collected for each school district: strike history, district election plan, and each district's geographic location within the state. Table II reflects the data for each school district in the sample.

Enter TABLE II about here

In an effort to determine what effect teacher strikes might have on community attitudes towards citizen participation in school governance, the

stike history of each district over the past four years was examined. Teacher strikes were examined because of their controversial impact on school districts' decision making. There were 13 strikes in 10 districts during the last four years among the 30 districts selected. Teacher strikes in the districts selected for this study (33 percent) approximated the teacher strikes in the 505 school districts throughout the state (31 percent) from 1972-73 through the 1975-76 school year. There were 201 teacher strike days in the 30 selected districts. (PSEA, 1976.)

Pennsylvania school board directors are elected by one of three election plans. Directors can be elected at large from the entire district, by dividing the district into three regions and electing three directors from each region, or by dividing the district into nine regions and electing a director from each region. (Pennsylvania, 1949.) Sixty percent of Pennsylvania school districts elect board members at large, thirty-two percent by three regions, and eight percent elect board members from nine regions. (Data Bits Survey, 1974.) Each election plan group was examined to determine if citizens' attitudes would be affected by the manner in which they elected their school board directors on the assumption that citizens who elect their representatives from regions may feel a closer involvement to school governance than those who elect representatives at large.

Instrumentation

In order to test the hypotheses, a thirty-three item Likert-type questionnaire was developed. This "Citizen Preference" questionnaire contained three scales: Scale I, "Preference of Citizen Involvement"; Scale II, "Preference for Level of Decision Making"; Scale III, "Preference for Representative Style." The citizens summated score was the unit of analysis with coefficients

of Alpha Index of Reliability for each scale being: .738, .706, and .405 respectively. A test retest reliability of .753 was obtained for Scale III.

Statistical Treatment of the Data

Pearson Product Moment Correlations were employed to test the hypotheses. Correlations between the subscales were examined.

Descriptive statistics were selected to assess the relationship between citizen attitudes and their degree of agreement with the statements in the questionnaire based on the NCCE recommendations.

The influence of demographic variables on subscale scores was determined by an analysis of variance (ANOVES) program. (Games, et al., 1974.) The same program was also used to determine school district mean scores, to measure the effect of various demographic variables on subscale scores, and to determine the variances between administrator and teacher categories on Subscale II.

In ancillary analyses each dependent variable was in turn selected as a criterion variable and analyzed to determine how much variance in subscale scores could be attributed to the independent variables. The Step-Down Multiple Linear Regression (DNREG) program (Statistical Package Program, 1975) was employed to examine each variable in the regression equation, deleting one variable at a time until no variable remained which failed to contribute significantly to the equation. Variables examined in the regression equation were election plan, strike history, region of the state, district size, sex, voter participation, age, voted or not voted in last election, number of children in public schools, level of education, income, involvement in school affairs and each of the dependent variables not selected as the criterion variable.

FINDINGS

The central theme of this study was to determine the relationship of citizen attitudes on three separate concepts of public school governance. In order to determine the relationship of the three concepts of governance, the hypotheses were formulated and tested for statistical significance.

Hypothesis 1 stated: There is a positive relationship between citizen attitudes toward community participation in public school decision making (Scale I) and their preference for decision making at a particular level of governance (Scale II). The relationship between the summated scores or the two scales was signigicant at the .01 confidence level ($r = .500$). (See Table II.) The null hypothesis may be rejected and the alternate hypothesis accepted. There is a significant relationship between citizens' desire to participate in school governance and their preference for a decentralized form of decision making. This research found citizens put little confidence in decisions made by school people. Those citizens responding to this survey indicated a greater propensity to have the public strongly involved rather than turning over the decision making to school people. As citizens' desire for involvement in school governance increases, their desire for decentralized decision making also increases.

Enter TABLE III about here

Hypothesis 2 stated: There is a positive relationship between citizens' attitudes toward community participation in public school decision making (Scale I) and their preference for a particular representative style in their elected school board members (Scale III). No significant relationship was found between the summated scores of these two scales as evidenced in Table III. The null hypothesis cannot be rejected. The thinking and attitude of citizens on participation bear no signigicant relationship to the manner in which

they view school board members representing them. The lack of a relationship between citizen preference for involvement and representative style prevents a global view of the three concepts examined. People have feelings and ideas regarding their involvement apart from their views on the role of their elected representative.

Hypothesis 3 stated: There is a positive relationship between citizens' attitudes toward a particular level of governance (Scale II) and their preference for a particular representative style in their elected school board members (Scale III). A significant relationship was found between the summated scores of the two scales at the .05 confidence level. The null hypothesis may be rejected and the alternate accepted. These results imply that as the strength of one's beliefs in decentralized governing increases, his desire for a delegate style board increases. Inferences and conclusions drawn beyond this point must be approached with caution, because the relationship was only mildly significant as reflected in Table III. When this is considered in relation to the difficulty in ascertaining the reliability of the scale measuring the preference for representative style, the relationship between these two scales lacks the desired degree of robustness.

Recommendations of NCCE

A major thrust of this research stemmed from the work of the Commission on Educational Governance, a task force of the National Committee for Citizens in Education. The NCCE's major publication contained twelve recommendations developed after two years of public testimony throughout the country. For the purposes of this research the recommendations were grouped into six major areas and statements for the survey instrument were then developed relative to the six areas. The data indicated public support for the NCCE's recommendations ranging from strong to mild. The respondents exhibited strong support

for greater participation in policymaking and the use of open meetings by school boards. They generally agreed that there was a need for some type of public involvement in negotiations and bargaining, that there should be some type of local school councils involved in governance and for proportioned representation of school boards. Finally, they exhibited only mild support for the notion of providing independent staffs for school boards to assist in the negotiating process.

Ancillary Findings

An analysis of variance was employed to determine if there were significant differences among the mean scale scores of the thirty districts selected for the study. F-ratios of 1.353 for Scale I, .931 for Scale II, and .892 for Scale III were obtained and probability levels of .112, .572, and .630 were attained respectively. No meaningful relationships between district mean scores were found.

Three district level variables were examined to determine if they had any influence on mean district scale scores. The variables examined were the district scale scores. The variables examined were the district plan for electing school board members, the strike history of the school district and geographic location. Chi squares were tabulated and no significant difference between district means was noted for the three district variables.

An ancillary analysis of each of the dependent variables (scale scores) was conducted to assess the influence each independent variable (demographic and district variables) would have on predicting each of the three scale scores. Using the Step-Down Multiple Linear Regression program, no variable was found to be a reliable predictor of scale scores.

DISCUSSION

One of the major questions of interest in this study concerned the type of representation on the part of school board members desired by the public

who elected them. Defining trustee as the representative who acted in the public's interst as he or she saw that interest as opposed to the delegate who sought the public's opinion and acted upon it, the following situation was discovered:

Only 10.6 percent of the respondents favored trustee style and 46.6 percent indicated a preference for the delegate style leaving an undecided category of 42.8 percent. The delegate style was preferred by a four-to-one margin over the trustee style when the undecided category is discounted. This finding raises a question about the Zeigler and Jennings findings (1974) that there is greater public preference for trustee style. Support for the trustee representative was, however, evidenced by a subsample consisting of senior members of the community, by those having no children in the school, and by those who possibly share the same belief system as board members and have confidence in their decisions.

Consistency was demonstrated between citizen attitudes regarding greater citizen involvement in educational decision making and a preferred level of decision making requiring expanded citizen input and the use of local school councils; at the same time moving decision-making power away from educators and school boards. A pattern was also evident between attitudes toward a diminished role for educators as decision makers and a preference for the delegate style representative.

Demographic variables provided insight into the characteristics of members of the sample supporting the ideal of citizen participation. Age was found to have a relationship with representative style, that is younger members of the sample preferred delegate representation while older citizens opted for trustee representation requiring little participation. Age also manifested a strong relationship with the length of time citizens lived in a community. As might be expected, elderly citizens have lived in their

communities longer and have less education. Thus, the longer citizens have lived in the community the more they prefer trustee representation.

Level of education correlated negatively with an attitude for increased citizen participation and with increased citizen involvement in decision making. The more educated the respondents, the more they were inclined to support educators and school boards as decision makers. Higher education levels were found among more mobile members of the sample.

When age, time in community, and level of education were analyzed with district size, the following pattern was indicated: as district size decreases a greater portion of the community would be responsive to or seek participation in educational decision making.

Women expressed a significantly stronger attitude toward participation than did men. Women, however, were more unwilling or undecided (54 percent) than men (41 percent) when asked if they would accept a decision-making role in their school district.

An association was found between respondents' attitudes toward citizen involvement in decision making and the number of children in the family. Citizens with one or two children (35 percent of the sample) in public school believed community members should play a greater role in educational decision making than those with no children (50 percent) or three or more children (15 percent) in public schools. Participants with children in parochial schools (11.2 percent) exhibited attitudes toward educational governance in public schools similar to public school parents.

Income was found to have a negative relationship with the respondents' desire for involvement in school issues. Those earning $20,000 or more exhibited a more moderate attitude toward participation than did those earning less income. A mild association was also demonstrated toward less involvement in decision making by the highest income group (20 percent of the sample).

Although Pennsylvania school elections are part of the general elections and candidates run on party tickets, only 60 percent of the sample reported that they had participated in the last election of school board members. It was discovered that the frequency of involvement in school affairs within the past year had no relationship to any of the attitude scores. A relationship was found, however, when the last time respondents were involved in school affairs was examined. Those who had not been involved for one or more years (23 percent) or never involved (6 percent) expressed the strongest attitudes toward the need for involvement, and those currently involved in school affairs felt the least desire to participate in decision making. Interestingly, the trustee representative was the choice of those not involved within the last year, but exhibiting the strongest desire for participation.

In an effort to determine how citizen attitudes correspond to their behavior in the area of educational governance, they were asked about inclination toward future involvement. A strong relationship was observed. The group in the sample (19 percent) who said they were not willing to assume a decision-making role also and demonstrated a strong desire for the trustee representative.

When the characteristics of those indicating they were undecided or unwilling to serve in a decision-making role were examined, they were usually found to be older citizens (60 percent were over 50 years of age) and/or they did not have children in school. Sixty-one percent of the sample who were unwilling or undecided had only a high school education or less. Citizens who have never been involved in school decision making, although expressing the feeling that more involvement was needed, did not choose to serve in a decision-making role.

Respondents expressing the greatest willingness to participate in a decision-making role exhibited the following demographic characteristics:

their income was $15,000 or more, they had attained a college or had a graduate degree, they were under fifty years of age, they lived in their communities less than twenty years, and they had been involved in one or more school-related activities within the past year.

The message for school people seems to be that many citizens do express a desire for greater participation in school governance. It behooves those in control to create psychologically rewarding structures, provide channels of communication, and devolve power to the community. To do so will likely reduce alienation, and create a sense of efficacy in the community.

As Dewey (1927, p. 208) said:

> No government by experts in which the masses do not have the chance to inform the experts as to their needs can be anything but an oligarchy managed in the interest of the few. And the enlightenment must proceed in ways which force the administrative specialist to take account of the needs. The world has suffered more from leaders and authorities than from the masses. The essential need, in other words, is the improvement of methods and conditions of debate, discussion, and persuasion. That is the problem of the public.

What better place exists in the public domain than the local public schools to provide political socialization, for community members to develop a sense of political efficacy?

Our schools should be the focus of debate, discussion and persuasion, so fundamental to the success of a free society. Schools could provide the model for participation in other political arenas. Schools could assist more in housing the skills, mental attitudes, moral philosophies and social commitments needed for the survival of democracy. We cannot teach about good government in our curricula if we do not govern our public schools through democratic practice. Finally, it is easy to accept the idea of greater community involvement; but it will take creative, careful, and patient planning to make the concept a reality. Neither good intentions nor voluminous rhetoric will suffice.

TABLE I

Demographic Data About the 320 Respondents

1. Sex
   - Male - 42.1%
   - Female - 57.9%

2. Age

18 - 24	3.6%
25 - 35	34.8%
36 - 50	34.2%
51 - 65	22.9%
66+	4.5%

3. Length of Time in Community

Less than 2 years	9.0%
3 - 10 years	30.3%
11 - 20 years	21.1%
21+ years	39.4%

4. Voted in Last School Board Election
   - Yes - 60.1%
   - No - 39.9%

5. Number of Children in Public School
   - 0 - 50.0%
   - 1 - 18.1%
   - 2 - 17.2%
   - 3 - 9.1%
   - 4 - 2.8%
   - 5+ - 2.8%

6. Number of Children in Non Public School
   - 0 - 88.8%
   - 1 - 7.2%
   - 2+ - 4.0%

7. Had Children in Public School
   - Yes - 38.7%
   - No - 44.1%
   - NA - 17.3%

8. Level of Education

Less than High School	10.8%
High School Graduate	43.3%
Beyond High School	17.2%
College Graduate	15.6%
Attended Grad. School	9.9%
Completed Grad. School	3.2%

9. Level of Income

Under 5,000	8.0%
5,000- 9,999	15.1%
10,000-14,999	33.4%
15,000-19,999	21.4%
20,000 and up	22.1%

10. Involvement in School Affairs
    - 0 - 21.6%
    - 1 - 20.9%
    - 2 - 17.8%
    - 3 - 16.3%
    - 4 - 13.7%
    - 5+ - 9.7%

11. Last Time Involved in School Affairs

Currently	9.4%
Last 12 months	35.6%
Last 24 months	1.8%
Last 36 months	1.6%
More than 36 months	20.3%
Never	6.2%
Did not respond	25.0%

12. Willingness to Serve in Decision Making Role

Yes	49.0%
No	18.8%
Undecided	32.2%

TABLE II

Summary of District Data
by District Class[a]

	Class of School District			
	2nd	3rd	4th	Total
Election Plan				
At Large	5	12	2	19
By District	1	9	1	11
Strike History				
Strike in last 4 yrs.	3[b]	7[c]	0	10
No strike in 4 yrs.	3	14	3	20
Geographic Location				
Wester region	2	12	1	15
Central region	1	2	2	5
Eastern region	3	7	0	10

[a]2nd class district population 30,000 - 499,000. 3rd class district population 5,000 - 29,999. 4th class district population less than 4,999.

[b]45 total teacher strike days.

[c]156 total teacher strike days.

TABLE III

Correlations Among Scale Scores Measuring Attitudes Toward Citizen Involvement, Level of Decision Making and Representative Style

	Scale		
Scale	I Preference for Involvement	II Preferred Level of Decision Making	III Preference for Representative Style
I	---		
II	.5006*	---	
III	.0975	.1182**	---

$p < .05 = .11$
$p < .01 = .14$
$df = 317$

*significant at .01 confidence level
**significant at .05 confidence level

BIBLIOGRAPHY

Bendiner, Robert. The Politics of Schools: A Crisis in Self Government. (New York: Harper Row, Publisher, 1969).

Dahl, Robert A. and Edward R. Tufte. Size and Democracy. (Stanford, California; Stanford University Press, 1973).

Data Bits Survey. Information Legislative Service, Pennsylvania School Boards Association Publication. 1974, XXI, 7-10.

Dewey, John. The Public and Its Problems. (Chicago: Sage Books, The Swallow Press, Inc., 1927, 1954).

Games, Paul A. and others. Analysis of Variance with Repeated Measures. (Program Write-up, The Pennsylvania State University Computation Center, June, 1974).

Hennessy, Bernard. Essentials of Public Opinion. (North Scituate, Mass.: Duxbury Press, 1975).

Koerner, James D. Who Controls American Education? (Boston: Beacon Press, 1968).

Lutz, Frank W. and Laurence Iannoccone. Public Participation in Local Schools: The Dissatisfaction Theory of American Democracy. (Lexington, Mass.: Lexington Books, 1978).

Lieberman, Myron. The Future of Public Education. (Chicago: University of Chicago Press, 1960).

National Committee for Citizens in Education, Shelly Weinstein and Douglas Mitchell, eds. Public Testimony on Schools. (Berkeley: McCutchan Publishing Corporation, 1975).

National School Boards Association. The People Look at Their School Boards. Research Report. 1975

Pateman, Carole. Participation and Democratic Theory. (London, England: Cambridge University Press, 1970).

Pennsylvania. School Laws of Pennsylvania. Sec. 303, (b), (1949).

Pennsylvania State Education Association. Summary by Year, Strikes of Pennsylvania School Teachers 1966-1975. (Harrisburg, Pa.: Business and Research Services Division, 1976).

Prothro, James W. and Charles M. Grigg. Fundamental Principles of Democracy: Bases of Agreement and Disagreement. The Journal of Politics. 1960, 22, 276-294.

Statistical Package Program. Step-Up Multiple Linear Regression and Step-Down Multiple Linear Regression. (Program Write-up, The Pennsylvania State University Computation Center, June 1975).

U.S. Congress, Senate, Committee on Government Operations. Hearings on a Survey of Public Attitudes. (Washington, D.C.: U.S. Government Printing Office, 1974)

Usdan, Michael D. The Future Viability of the School Board. Understanding School Boards. ed. Peter J. Cistone (Massachusetts: D.C. Heath and Company, 1975).

Wirt, Frederick M. Social Diversity and School Board Responsiveness in Urban Schools. Understanding School Boards. ed. Peter J. Cistone (Massachusetts: D.C. Heath and Company, 1975).

Zeigler, L. Herman and M. Kent Jennings. Governing American Schools. (North Scituate, Mass.: Duxburg Press, 1974).